

FLIGHT LINE

Implementing the New Character Development Curriculum



Presented by Ch (Lt. Col.) Paul Ward
CAWG HC
30 October 2004

Civil Air Patrol

CAPP 265-2 (E)

Values for Living

August 2002 Edition
Moral Leadership

CAPP 265-2



August 2002

Published by
Office of Chaplain Services
Headquarters Civil Air Patrol
105 South Hansell Street
Maxwell Air Force Base, Alabama 36112-6332

FLIGHT TIME: Values for Living
Character Development for CAP Cadets



CIVIL AIR PATROL USAF Auxiliary

CAPP 265-2 July 2004

INTEGRITY ♦ VOLUNTEER SERVICE ♦ EXCELLENCE ♦ RESPECT



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Educational Aims

- Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.
- Cadets will learn to analyze the ethical components of situations and problems.
- Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.
- Cadets will increase their personal expression and group interaction skills.
- Cadets will see the relevance of morals and ethics in all aspects of their public and private life.
- Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
- Cadets will accept their responsibility to make moral and ethical choices.



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Why Case Studies?

- The relevance of the discussion is emphasized by the ability of the cadets to identify with the situation or challenge in the story.
- Case studies enable cadets from different age and educational levels to work together analyzing the stories and offering solutions to the problems.
- The use of case studies is compatible with the use of a guided discussion.
- In a problem-solving environment, the burden of learning and understanding shifts to the students.
- The use of case studies encourages behavioral change. Participation and contribution to the group process creates ownership of ideas and perspectives by the cadets.



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Leadership Role

Scribe – Questioner - Clarifier

- As the ***scribe***, the instructor can provide direction by writing the cadet's responses, suggestions and insights on a blackboard or a whiteboard.
- As the ***questioner***, the instructor helps the cadets reach the desired learning objective in an efficient and timely way.
- As the ***clarifier***, the instructor bridges the discussion between issues and points by restating and summarizing the thought flow of the group.

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“How to Lead a Case Study”

- Prepare yourself to lead the session by completing a "FAPS" analysis (*facts, assumptions, problems, solutions*) and answering the discussion questions in advance).
- Refrain from lecturing - take a student-centered approach.
- Provide a copy of the case study for everyone, or have it displayed where all can easily see – the students will need to refer to the story often.
- Have a cadet read aloud the case study (or act it out) - the reading skills of the cadets may vary.
- Encourage participation by all.
- Moderate the FAPS process, using open-ended questions to refocus the group if it becomes stalled.

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Suggested Agenda for Character Development Forums

- 10 min. **INTRODUCTION:** objective, attention, motivation, overview, and the reading of the case study
- 30 min. **FAPS ANALYSIS**
- 15 min. **DISCUSSION QUESTIONS:** oral replies to the solo pilot and pilot questions; written replies to the test pilot question
- 5 min. **CONCLUSION:** summary, remotivation, and closing
- 60 min. **TOTAL**

What Is Your Bent?

Actions Reflect What We Value

[Left Column The Actual Lesson Plan]

Objective: The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.

Attention Step: Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why. Share with the students, "Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value."

Overview: During this character development session, we will:

- Read a case study concerning how actions and values relate
- Discuss the facts, assumptions, problems and solutions (FAPS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of how actions relate to values
- Record what you've learned in your Flight Log

Body: The case study, "What Is Your Bent?" is located on the reverse of this page. See Part I for instructions on how to lead a case study.

Summary: State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able comprehend that your actions are a reflection of what you do."

Remotivation: Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip's design. Our actions reflect what we value.

Closing: As Shakespeare's Polonius advised Hamlet: "This above all, to thine own self be true." Your actions will show your values!

[Right Column Some Explanatory Comments]

The objective gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

The attention step is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

The motivation step encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.

The overview provides the students with an outline of what they will be doing and learning during the session. Researchers have found that students understand more and retain that learning when they know what to expect.

The body is the meat of the lesson. It includes reading the case study, completing a FAPS analysis and answering discussion questions (all of which are described below).

This pamphlet has been formatted such that the instructors' material is kept separate from what the students need to complete the lesson. In practice, after completing the overview, the instructor might refer to the student handout to lead cadets through the body (the case study, the FAPS, and the discussion questions), before returning to the lesson plan for the summary, remotivation, and closing.

The summary is a restatement of the discussion's high points. It shows how those points fulfilled the objective.

The remotivation is when the instructor encourages the cadets to retain and use what they have learned.

The closing is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.

Figure 1. Annotated Lesson Plan

Case Study:

To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

Solo Pilot

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

Pilot

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

Test Pilot

1. Explain how your actions are reflections of what you value.

The case study is the focus of the learning experience and provides a realistic scenario or accessible framework the students will use in examining the topic.

First, the case should be read aloud or acted out.

Student handouts are printed on the page opposite the corresponding lesson plan. If possible, provide copies to the cadets so they can follow along.

After the case is read, the instructor guides the cadets through a FAPS analysis. FAPS stands for Facts, Assumptions, Problems and Solutions. Devoting one column to each letter in FAPS, the instructor asks the cadets to name all the "facts" of the case, all the "assumptions" and so forth, recording those responses on the board. The FAPS analysis will help the cadets recognize and resolve moral problems.

Moreover, the FAPS analysis will provide the cadets with a foundation for answering the discussion questions, which relate to the case's overall problem. (See page 9 for a sample FAPS analysis.)

All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives.

The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.

The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.

The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices. Cadets should record their answers in their Flight Log. The chaplain or moral leadership officer should review cadets' entries during the remainder of the meeting or before the next meeting, looking to see if the cadet's entry is connected to the learning objective, and may discuss the entry with the cadet. The cadets' entries may be used to evaluate the effectiveness of the character development forum. Chaplains and MLOs should encourage cadets to review the Flight Log periodically during their CAP membership to see how their reasoning skills and moral choices have changed or solidified.

Figure 1. Annotated Lesson Plan continued ...

Facts



1. The principal gave cadets permission to wear their uniforms in school.
2. Robert is in John's class.
3. Robert is interested in CAP.
4. Robert and his parents visited a squadron.
5. Robert and his parents waited fifteen minutes after the time they believed the meeting started before someone showed up.
6. John admitted that no one ever shows up on time.
7. Robert decided not to join CAP.

Commentary

Just the facts. List only verifiable facts here. Peoples' impressions and assumptions may be influenced by emotion and prove false. The first step in problem solving is to identify the facts and work from there toward a solution.

To make the FAPS process easier to follow, entries on this sample annotated FAPS are written in complete sentences. In practice, a simple listing of key words and concepts in telegraphic style will suffice.

Assumptions



1. Robert and his parents arrived at the meeting at the correct time.
2. The meeting was disorganized.
3. The cadets showed disrespect by not paying attention.
4. Robert decided not to join CAP because the meeting was disorganized and cadets were disrespectful.
5. There is no orientation program in place for prospective cadets.
6. Squadron members are casual about arriving on time.
7. Seniors are not actively involved in welcoming prospective cadets.
8. Robert's parents support his extra-curricular interests.

Commentary

Challenge cadets when they assert something as a fact. It may be their own assumption, or the impression of a character in the story.

The "assumption" step is an opportunity to read between the lines and search for factors that reveal the core problem, or find tools to use in solving the problem.

- 1: Had John given Robert the wrong time?
- 2, 3, & 4: These are based on Robert's observations. Are they true? Maybe.
- 5 & 7: Senior involvement and a formal orientation program are conspicuously absent from the case study.
- 8: Robert's parents drove him to the meeting.

Problems



1. Some perceive that the squadron meeting is poorly organized and conducted.
2. CAP turned-off a prospective cadet because he did not have a good experience on his first visit.

Commentary

Challenge the cadets to filter the facts and assumptions down to three problems or fewer. It makes the discussion more manageable and focuses them on the 'big picture.' One of the educational aims of the character development program is for cadets to develop analytical skills enabling them to recognize the core issues affecting an apparently knotty scenario.

1. This appears to be the root problem facing the squadron, though some may state the problem slightly differently.
2. This appears to be John's most immediate concern, and one that he personally can act upon using his own initiative.

Solutions



1. Leaders should reinforce the core values of respect and excellence by:
 - respecting people's time by instilling a habit of promptness;
 - striving for excellence through heightened professionalism;
 - striving for excellence in welcoming prospective cadets; ... etc.
2. John should explain to Robert that his poor first impression has caused the squadron to look at itself anew. John should invite Robert to give the squadron a second try.

Commentary

Problem #1 should yield solution #1; problem #2 should yield solution #2.

Throughout the FAPS, keep the lesson's objective in mind. The instructor should connect the cadets' solutions with the objective. The "summary" shown on the lesson plan can help bridge the gap between the FAPS and the objective.

Another way to do this is by phrasing the objective as a question: "So, what does this case and your solutions tell you about how our actions reflect what we value?" Some good replies include:

- If we value peoples' time, new cadets' interests, etc., then we need to act accordingly by starting on time and being ready for new members.
- If we say we value professionalism, then we need to act professionally.
- John should value Robert's participation. After all, Robert expressed interest in CAP.

SAMPLE
Annotated
FAPS Analysis

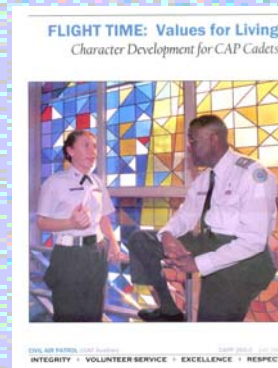
Figure 1. Annotated Lesson Plan continued...

FAPS ANALYSIS

FLIGHT LINE

Available on-line:

http://level2.cap.gov/documents/u_08250308345.pdf



National Headquarters:

Dr. Robert Hicks,

Dep. Director for Chaplain Services

NHQ CAP/LMC

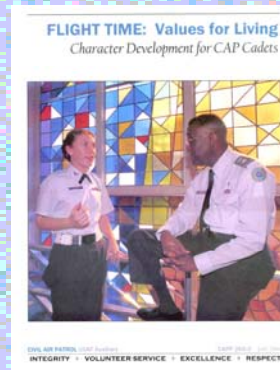
105 S. Hansell St. Bldg. 714

Maxwell AFB, AL 36112-6332

Phone: 334.953.6002

E-Mail: rhicks@capnhq.gov

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QUESTIONS???



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